

## Whitesville Elementary

324 Gaillard Road  
Moncks Corner, SC 29461

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 780 Students           |              |
| <b>Principal</b>      | Julia Taylor           | 843-899-8880 |
| <b>Superintendent</b> | Dr. J. Chester Floyd   | 843-899-8600 |
| <b>Board Chair</b>    | Kathleen Bounds        | 843-761-5437 |

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 8    | 68      | 34            | 3              |

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2003</b> | Average                | Unsatisfactory            | No                              |
| <b>2004</b> | Average                | Unsatisfactory            | No                              |
| <b>2005</b> | Average                | Below Average             | No                              |
| <b>2006</b> | Below Average          | Unsatisfactory            | No                              |

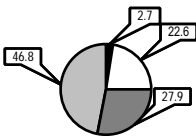
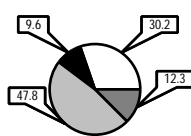
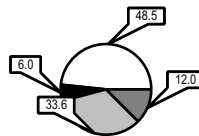
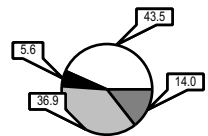
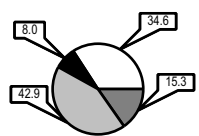
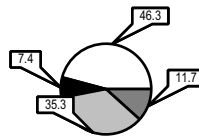
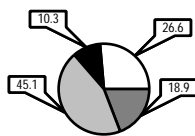
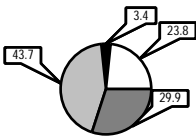
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced (adj.) | Performance<br>Objective Met | Participation<br>Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |  |          |               |         |              |            |                                     |                              |                                |
| All Students   | 340  | 99.7     | 22.0          | 46.6    | 27.5         | 3.9        | 42.7                                | Yes                          | Yes                            |
| <b>Gender</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Male   | 163  | 99.4     | 26.5          | 45.6    | 24.5         | 3.4        | 38.8                                | N/A                          | N/A                            |
| Female   | 177  | 100.0    | 17.9          | 47.5    | 30.2         | 4.3        | 46.3                                | N/A                          | N/A                            |
| <b>Racial/Ethnic Group</b>   |  |          |               |         |              |            |                                     |                              |                                |
| White  | 227  | 100.0    | 18.7          | 45.3    | 31.5         | 4.4        | 48.3                                | Yes                          | Yes                            |
| African American   | 92   | 98.9     | 31.0          | 49.4    | 16.1         | 3.4        | 26.4                                | Yes                          | Yes                            |
| Asian/Pacific Islander   | 3  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Hispanic   | 13   | 100.0    | 18.2          | 45.5    | 36.4         | 0.0        | 63.6                                | I/S                          | I/S                            |
| American Indian/Alaskan  | 5  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| <b>Disability Status</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Not Disabled   | 273  | 99.6     | 13.0          | 51.0    | 32.8         | 3.2        | 49.4                                | N/A                          | N/A                            |
| Disabled   | 67   | 100.0    | 58.1          | 29.0    | 6.5          | 6.5        | 16.1                                | No                           | Yes                            |
| <b>Migrant Status</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Migrant  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | N/A                          | N/A                            |
| Non-Migrant  | 340  | 99.7     | 22.0          | 46.6    | 27.5         | 3.9        | 42.7                                | N/A                          | N/A                            |
| <b>English Proficiency</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Limited English Proficient   | 8  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Non-Limited English Proficient                                     | 332  | 99.7     | 22.2          | 46.4    | 27.5         | 4.0        | 42.4                                | N/A                          | N/A                            |
| <b>Socio-Economic Status</b>                                       |  |          |               |         |              |            |                                     |                              |                                |
| Subsidized meals   | 225  | 99.6     | 25.2          | 49.0    | 22.8         | 3.0        | 36.1                                | Yes                          | Yes                            |
| Full-pay meals   | 115  | 100.0    | 15.9          | 42.1    | 36.4         | 5.6        | 55.1                                | N/A                          | N/A                            |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 340 | 99.7  | 29.1 | 48.5 | 12.6 | 9.7  | 35.6 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 163 | 99.4  | 29.3 | 44.9 | 17.0 | 8.8  | 40.1 | N/A | N/A |
| Female   | 177 | 100.0 | 29.0 | 51.9 | 8.6  | 10.5 | 31.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 227 | 100.0 | 23.2 | 51.7 | 12.8 | 12.3 | 42.9 | Yes | Yes |
| African American   | 92  | 98.9  | 48.3 | 39.1 | 9.2  | 3.4  | 18.4 | No  | Yes |
| Asian/Pacific Islander                                   | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 13  | 100.0 | 0.0  | 72.7 | 18.2 | 9.1  | 27.3 | I/S | I/S |
| American Indian/Alaskan                                  | 5   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 273 | 99.6  | 22.7 | 51.8 | 13.8 | 11.7 | 40.1 | N/A | N/A |
| Disabled   | 67  | 100.0 | 54.8 | 35.5 | 8.1  | 1.6  | 17.7 | No  | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A | N/A |
| Non-Migrant  | 340 | 99.7  | 29.1 | 48.5 | 12.6 | 9.7  | 35.6 | N/A | N/A |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 8   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 332 | 99.7  | 29.8 | 48.0 | 12.6 | 9.6  | 35.8 | N/A | N/A |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 225 | 99.6  | 34.2 | 47.5 | 11.9 | 6.4  | 29.2 | Yes | Yes |
| Full-pay meals   | 115 | 100.0 | 19.6 | 50.5 | 14.0 | 15.9 | 47.7 | N/A | N/A |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 340   | 99.1            | 46.6                 | 35.2           | 12.1                | 6.2               | 18.2                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 163   | 98.8            | 40.4                 | 37.0           | 15.8                | 6.8               | 22.6                                 |
| Female                         | 177   | 99.4            | 52.2                 | 33.5           | 8.7                 | 5.6               | 14.3                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 227   | 99.1            | 39.8                 | 36.8           | 15.4                | 8.0               | 23.4                                 |
| African American               | 92  | 98.9            | 63.2                 | 32.2           | 3.4                 | 1.1               | 4.6                                  |
| Asian/Pacific Islander         | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 13  | 100.0           | 45.5                 | 36.4           | 0.0                 | 18.2              | 18.2                                 |
| American Indian/Alaskan        | 5   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 273   | 99.3            | 40.2                 | 37.8           | 14.6                | 7.3               | 22.0                                 |
| Disabled                       | 67  | 98.5            | 72.1                 | 24.6           | 1.6                 | 1.6               | 3.3                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 340   | 99.1            | 46.6                 | 35.2           | 12.1                | 6.2               | 18.2                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 8   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 332   | 99.1            | 46.7                 | 35.0           | 12.3                | 6.0               | 18.3                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 225   | 98.7            | 53.0                 | 34.0           | 10.0                | 3.0               | 13.0                                 |
| Full-pay meals                 | 115   | 100.0           | 34.6                 | 37.4           | 15.9                | 12.1              | 28.0                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 340 | 99.1  | 41.7 | 38.4 | 13.7 | 6.2  | 19.9 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 163 | 98.8  | 37.7 | 40.4 | 14.4 | 7.5  | 21.9 |
| Female                         | 177 | 99.4  | 45.3 | 36.6 | 13.0 | 5.0  | 18.0 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 227 | 99.1  | 38.8 | 35.8 | 16.9 | 8.5  | 25.4 |
| African American               | 92  | 98.9  | 50.6 | 40.2 | 8.0  | 1.1  | 9.2  |
| Asian/Pacific Islander         | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 13  | 100.0 | 27.3 | 54.5 | 9.1  | 9.1  | 18.2 |
| American Indian/Alaskan        | 5   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 273 | 99.3  | 34.1 | 42.3 | 16.7 | 6.9  | 23.6 |
| Disabled                       | 67  | 98.5  | 72.1 | 23.0 | 1.6  | 3.3  | 4.9  |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 340 | 99.1  | 41.7 | 38.4 | 13.7 | 6.2  | 19.9 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 8   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 332 | 99.1  | 42.3 | 37.7 | 13.7 | 6.3  | 20.0 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 225 | 98.7  | 48.0 | 38.0 | 10.0 | 4.0  | 14.0 |
| Full-pay meals                 | 115 | 100.0 | 29.9 | 39.3 | 20.6 | 10.3 | 30.8 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 102  | 100.0    | 16.1          | 40.9    | 40.9         | 2.2        | 43.0                         |
|                              | 4     | 126  | 100.0    | 26.5          | 46.2    | 26.5         | 0.9        | 27.4                         |
|                              | 5     | 119  | 100.0    | 34.9          | 52.3    | 12.8         | 0.0        | 12.8                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 108  | 100.0    | 14.1          | 39.4    | 40.4         | 6.1        | 46.5                         |
|                              | 4     | 102  | 99.0     | 29.5          | 40.9    | 23.9         | 5.7        | 29.5                         |
|                              | 5     | 130  | 100.0    | 23.0          | 56.6    | 19.7         | 0.8        | 20.5                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 102  | 100.0    | 31.2          | 49.5    | 14.0         | 5.4        | 19.4                         |
|                              | 4     | 126  | 100.0    | 23.1          | 53.0    | 15.4         | 8.5        | 23.9                         |
|                              | 5     | 119  | 100.0    | 35.8          | 52.3    | 7.3          | 4.6        | 11.9                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 108  | 100.0    | 22.2          | 63.6    | 11.1         | 3.0        | 14.1                         |
|                              | 4     | 102  | 99.0     | 31.8          | 35.2    | 14.8         | 18.2       | 33.0                         |
|                              | 5     | 130  | 100.0    | 32.8          | 45.9    | 12.3         | 9.0        | 21.3                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 102  | 100.0    | 46.2          | 36.6    | 12.9         | 4.3        | 17.2                         |
|                              | 4     | 126  | 100.0    | 47.0          | 33.3    | 15.4         | 4.3        | 19.7                         |
|                              | 5     | 119  | 100.0    | 65.1          | 23.9    | 4.6          | 6.4        | 11.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 108  | 98.1     | 42.3          | 45.4    | 8.2          | 4.1        | 12.4                         |
|                              | 4     | 102  | 99.0     | 53.4          | 22.7    | 13.6         | 10.2       | 23.9                         |
|                              | 5     | 130  | 100.0    | 45.1          | 36.1    | 13.9         | 4.9        | 18.9                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 102  | 100.0    | 28.0          | 53.8    | 15.1         | 3.2        | 18.3                         |
|                              | 4     | 126  | 100.0    | 26.5          | 50.4    | 17.1         | 6.0        | 23.1                         |
|                              | 5     | 119  | 100.0    | 54.1          | 37.6    | 5.5          | 2.8        | 8.3                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 108  | 98.1     | 22.7          | 53.6    | 18.6         | 5.2        | 23.7                         |
|                              | 4     | 102  | 99.0     | 44.3          | 33.0    | 15.9         | 6.8        | 22.7                         |
|                              | 5     | 130  | 100.0    | 54.9          | 30.3    | 8.2          | 6.6        | 14.8                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b> | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|-------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 780)</b>  |                   |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 97.8%             | Down from 98.5%              | 100.0%  | 100.0%                          |
| Retention rate  | 3.9%              | Down from 5.1%               | 3.6%  | 2.8%                            |
| Attendance rate   | 95.5%             | Up from 95.1%                | 96.1%   | 96.4%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 0.0%              | Down from 3.2%               | 0.0%  | 0.0%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0%              | Down from 2.9%               | 0.0%  | 0.0%                            |
| Eligible for gifted and talented  | 6.9%              | Down from 7.8%               | 8.3%  | 10.4%                           |
| On academic plans   | 45.1%             | N/AV                         | 40.9%   | 33.6%                           |
| On academic probation   | 0.7%              | N/AV                         | 0.5%  | 1.0%                            |
| With disabilities other than speech   | 11.8%             | Down from 12.6%              | 8.5%  | 7.5%                            |
| Older than usual for grade  | 0.6%              | Down from 0.7%               | 1.2%  | 0.8%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 49)</b>   |                   |                              |   |                                 |
| Teachers with advanced degrees  | 65.3%             | No change                    | 53.5%   | 53.8%                           |
| Continuing contract teachers  | N/AV              |                              | N/AV  | N/AV                            |
| Classes not taught by highly qualified teachers                                 | 10.0%             | N/A                          | 1.1%  | 2.4%                            |
| Teachers with emergency or provisional certificates                             | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 85.1%             | Up from 80.5%                | 87.2%   | 87.3%                           |
| Teacher attendance rate   | 94.1%             | Down from 94.8%              | 95.1%   | 94.9%                           |
| Average teacher salary  | \$42,295          | Up 3.0%                      | \$42,257  | \$42,485                        |
| Prof. development days/teacher  | 12.0 days         | Down from 12.1 days          | 13.2 days   | 13.3 days                       |
| <b>School</b>   |                   |                              |   |                                 |
| Principal's years at school   | 2.0               | Up from 1.0                  | 3.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 20.0 to 1         | Up from 19.6 to 1            | 18.0 to 1   | 18.6 to 1                       |
| Prime instructional time  | 88.5%             | Down from 88.8%              | 89.8%   | 89.7%                           |
| Dollars spent per pupil*  | \$7,060           | Up 19.2%                     | \$6,686   | \$6,557                         |
| Percent of expenditures for teacher salaries*                                   | 61.7%             | Down from 63.6%              | 63.7%   | 64.0%                           |
| Percent of expenditures for instruction*  | 65.6%             |                              | 69.0%   | 69.1%                           |
| Opportunities in the arts   | Good              | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.0%             | No change                    | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes               | No change                    | Yes   | Yes                             |
| Character development   | Good              | No change                    | Excellent   | Excellent                       |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 2.5%                   | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | 3.9%                   | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | No                         |
| Student attendance in this school                                       | 94.0%*                 | Yes                        |

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whitesville Elementary is located in an unincorporated area between Moncks Corner and Goose Creek. We are a Title I school with a final enrollment of 723 students for the 2005-06 school year. We are privileged to have incredible support from our business community, our parents, and our volunteers.

The entire certified staff of Whitesville Elementary meets the Highly Qualified status as defined by the federal No Child Left Behind legislation. Additionally, Whitesville is proud to boast that we had seven National Board Certified teachers who demonstrated exceptional qualities of teaching during the 2005-06 school year.

Our school values its partnership with local businesses and organizations. Of special note this year, Walmart donated \$500, which was put towards incentives for students having good attendance the 2nd semester; the Kiwanis club sponsored guest readers in the kindergarten classes and awards and incentives for Terrific Kids; Carolina First runs an in-school banking savings program for students, and the Rotary Club sponsors a dictionary in every third grade students' hand.

We continued our partnership with the local Headstart agency. We hosted 3 classes totaling 57 three and four-year-old students at Whitesville. At the same time, we continued our own child development class of four year olds.

The district rolled out a new report card, which we used this year with our second grade classes. Instead of letter grades in various subjects, we were better able to communicate about specific instructional standards. We hope that providing parents with more information about their children will help them know what they can do at home to support what is happening at school. During the 2004-05 school year, the district began using a similar report card with first grade

We are continuing to use Measure of Academic Progress (MAP) in grades 2-5. This is a computer program that evaluates a child's progress in reading, language and math. It is administered three times (fall, winter, and spring). Reports are made available to the teacher about an individual student's strengths and weaknesses.

Whitesville successfully completed a Southern Association for Colleges and Schools (SACS) self study and was visited by an accreditation team during the 2005-06 school year. We met all criteria to maintain our accreditation for 5 years. We will continue to use feedback from our stakeholders, as well as new assessment tools and data to gain insights into providing an even more effective environment for learning during the 2006-07 school year.

Julia Taylor, Principal  
Connie Smits, 2005-06 SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 39       | 104       | 79       |
| Percent satisfied with learning environment            | 84.6%    | 68.6%     | 77.6%    |
| Percent satisfied with social and physical environment | 84.6%    | 70.9%     | 81.1%    |
| Percent satisfied with school-home relations           | 78.9%    | 79.2%     | 73.0%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.